

In addition to the orientation, Roundtable meetings, and formal coursework, participants have access to faculty and staff in the Department of Leadership, the School of Education, and across the Andrews University campus. Some faculty have websites with resources available for downloading related to research and scholarship. Many faculty across campus have extensive training and expertise to advise graduate level research work. Most are eager to e-mail or talk by phone to explain research methods and direct participants to other resources useful in a specific research expertise. Andrews faculty who have worked with, and can guide, graduate research can be located through your advisor or program office.

Fellow participants, as well as recent graduates, are also an excellent source of

In addition, doctoral students are able to remain in the library to continue their study or research after it closes to other patrons. The doors will remain locked, but one library employee will be on duty at the Circulation Desk to let doctoral students in and to provide security for the building and its collection. If you wish to use the library after hours, please contact the library directly.

themselves wholeheartedly to a topic and thoroughly explore a valued question in great detail. They can read literature they have always wanted to read and collect data to answer deep professional concerns or pursue personal interests. They then share their discoveries with others through written and oral presentations and apply their work to their own leadership context. Given these dynamics, the dissertation can be a very rewarding experience.

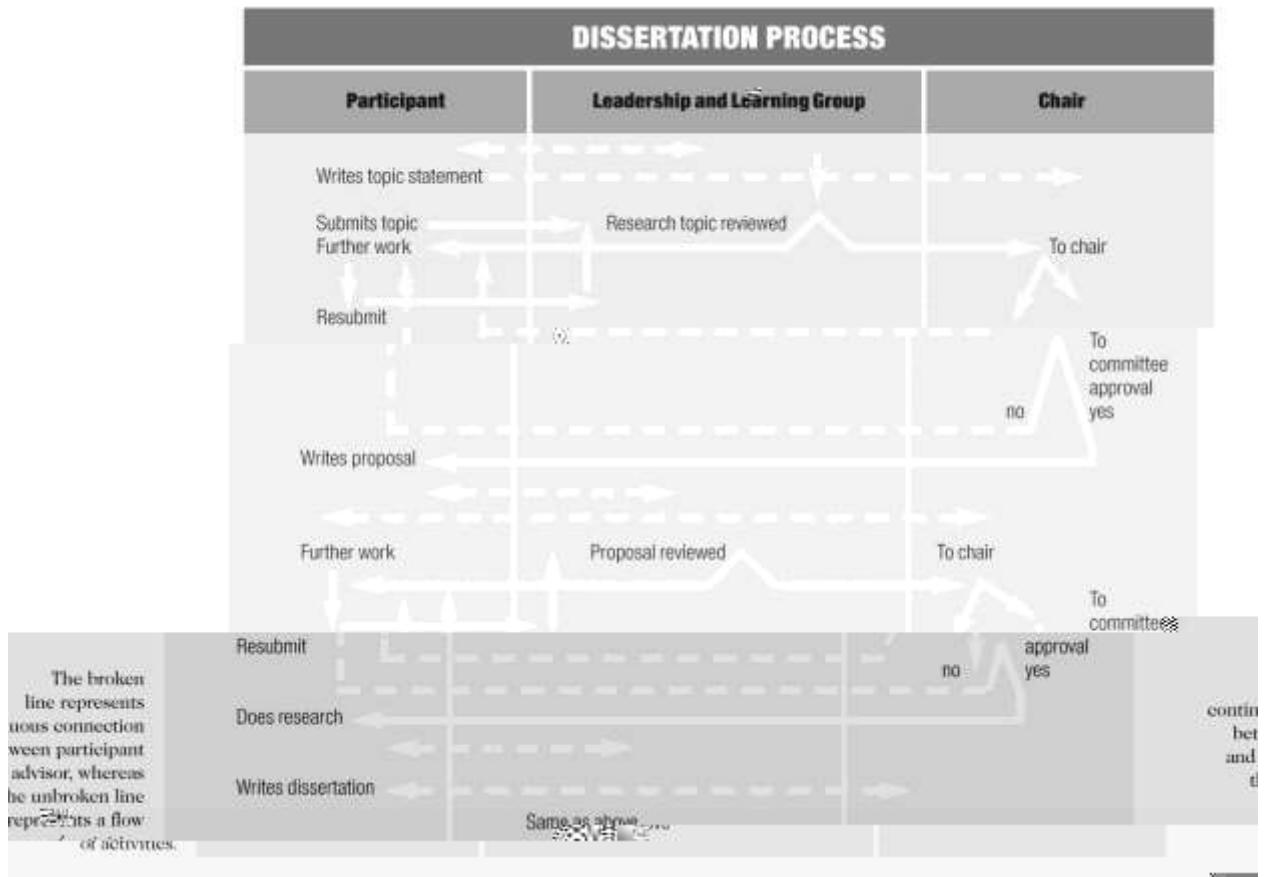
While there is (and should be) great diversity between dissertations, dissertations in Leadership must do the following:

- Reveal familiarity with the literature pertinent to the dissertation
- Present a logically organized and readable account of the investigation, its findings, conclusions, and implications
- Relate to leadership and/or leadership competencies

Dissertations will also focus on a clearly defined problem of strong importance to the profession and employ well-planned and well-executed, acceptable research techniques.

There are two major, but overlapping, phases of the doctoral program: (1) competency/portfolio work, and (2) the dissertation. These two phases are closely related to each other. The completion of a successful dissertation fulfills many of the research competencies. The dissertation should, therefore, be viewed as a part of competency work. Participants should complete the dissertation at the end of their coursework but before the final presentation of their portfolio. This sequence allows them to use the dissertation as supporting documentation in their portfolio. This process significantly differs from traditional doctoral programs where the portfolio, which is equivalent to a comprehensive examination, is completed before the dissertation. However, in rare circumstances, participants may petition to follow this traditional sequence by doing the comprehensive examination (portfolio) before the dissertation. In such a case, research competencies will need to be documented using material other than the dissertation. For more details on this process see the Assessment section of this handbook.

During the dissertation stage of the program, participants will go through five major stages: selecting a topic and committee, writing a proposal, researching (collecting data), writing the dissertation, and, finally, orally defending the dissertation. These steps are illustrated in the following figure, which shows the iterative nature of doing the dissertation. Each of these five stages is reviewed below.



While going through these stages, the participant will register for dissertation credits. All registration of dissertation credits must be approved by the dissertation chair, usually at the rate of 2-3 credits a semester depending on the pace of progress in the dissertation. Participants must register for a total of at least 16 dissertation credits prior to graduation. Two of these credits are allocated for the Dissertation Proposal Development course (LEAD880 or EDRM880). The remaining 14 credits are to be taken while developing the dissertation proposal and the dissertation itself. Participants extending their program beyond the 7-year limit will have to register for 3 dissertation credits each semester including the summer semester until they graduate from the program.

The dissertation topic and the committee are often selected before registering for any dissertation credits. However, sometimes participants wish to take time to fine-tune a dissertation topic or select their dissertation committee. During that time they may register for the first two dissertation credits. No further dissertation credits can be registered for until the topic is approved. If more time is needed, and no more course credits are available, participants must register for Leadership Program Continuation (LEAD650) until they have an approved topic and committee.

Once the topic and committee are approved, the participant may register for the 2-credit course, EDRM880 or LEAD880 (Dissertation Proposal Development). The dissertation chair must approve this registration. Appendix C contains a LEAD880 Self-Evaluation proposal and getting it approved may take another 2 dissertation credits (to a total of 6). No further dissertation credits will be allowed until the proposal is approved. If needed, participants must register for Leadership Program Continuation (LEAD650) to fulfill continuous registration requirements.

After the proposal is approved, additional dissertation credits can be taken. It is recommended that participants pace their completion of dissertation credits so that should their dissertation take longer than planned, they can still register for dissertation credits. As they experience more progress on their dissertation, they may increase their credits. Please see the time limits section for more considerations about pacing your program.

Discussing ideas for potential dissertation topics with several faculty members helps in selecting a topic and in choosing a chair and committee. Selecting a chair then facilitates selection of the rest of the committee. As ideas about topics and committee members crystalize, it is important to discuss them with the advisor or chair. It is wise to treat the topic as negotiable in its details and to consider other topics that might be recommended. The final topic is usually a result of much discussion.

To facilitate faculty decisions to serve on a dissertation, participants should create a brief statement (one to four pages) outlining their research plan. The Dissertation Topic Prospectus in Appendix C will guide in the writing of this prospectus. This brief statement should include a title, a description or nature of the topic, the problem, its importance to the researcher, the literature to be surveyed, and a brief statement about the proposed methodology. When completed, this prospectus will be attached to the Request for Doctoral Dissertation Committee and Topic Approval form. Based on this prospectus, chair or member decisions can be made. Participation on a committee is a faculty choice and a faculty member's choice can be based on many different factors. If a participant is

Once a topic has been selected and the acceptance of a chair and members has been

following is a list of the most common elements included in the methodology for quantitative educational research:

1. Description of the population, setting, and any sampling procedures used.
2. Identification of the independent, dependent, and classification variables and, sometimes, formulating a workable statement of the research hypotheses in null form to prepare for a research design permitting statistical inferences.
3. Instruments used, tests, measures, interview or observation schedules, scales and questionnaires including details of validity and reliability, or
4. A design for instrument development, including procedures for showing validity and reliability.
5. Pilot studies.
6. Procedures:
 - a. Field, classroom, or laboratory procedures
 - b. Data collection and recording
 - c. Null hypotheses, data processing, and data analysis

Two types of proposals are acceptable in the School of Education: (1) the most common type is the three-chapter proposal preferred by most chairs, and (2) the short proposal. Both types must review major elements of the A, B, and C content listed above.

1. [First three chapters](#): This type of proposal develops the actual first three chapters of a dissertation. This is the most common type used by participants because it provides more detailed guidance to the data collection process. It also represents work that will have to be done for the dissertation and therefore encourages the participant further along the dissertation completion process.
2. [The short proposal](#)

shared with the other members of the committee. As noted in the figure (p. 78) this is a very iterative process which also may involve feedback from members outside the committee (specialists, Leadership and Learning Groups, copy editors, etc.). Participants are encouraged to utilize specialists and Leadership and Learning Group members, but should remember that final decisions are made by the chair and the committee.

Some participants may find it necessary to engage a copy editor or avail themselves of the free writing tutors available at the Andrews University Writing Center in Nethery Hall. The copy editor or tutors may assist with grammar, syntax, and format; however, they are not to take responsibility for the content.

When both the committee chair and the members of the committee have evaluated the proposal, the participant can request that the chair call the committee for formal consideration of the proposal. The participant is strongly encouraged to listen to the advice of the chair as the committee should not be assembled prematurely for a proposal presentation.

Two weeks before the committee meets for the proposal presentation, the participant sends the final corrected draft of the proposal to the committee chair and each of the committee members. The full committee shall meet with the participant to discuss any relevant issues before approving the proposal. Approval may require an executive session of the committee for which the participant is not present. If members of the committee or the participant are not present on campus, the Leadership program usually requires an alternative format that facilitates a synchronous meeting of the committee with the participant that allows actual dialogue with the participant (e.g., by teleconference, video conference, etc.). The participant must complete a proposal approval form. The proposal is approved when the committee, the department chair/coordinator, and the Graduate Programs Office sign this form and a copy of the proposal is attached to this document.

IRB approval must be secured before the participant can begin collecting data. In some cases, the chair may require IRB approval prior to the final approval of the proposal. In other instances, the approval is allowed to come after the proposal is accepted. In all cases, data cannot be collected without IRB approval. See the following website for forms and procedures: <http://old.andrews.edu/GRAD/OSR/IRB/>.

Occasionally, it is advisable for the participant, because of time constraints, to submit the dissertation to the Dissertation Secretary on a chapter-by-chapter basis as the committee approves each chapter. This is especially true between the months of March and July when many participants are preparing to defend. Ultimately, the document format needs to be approved by the Dissertation Secretary. When the dissertation content, format, and style have been approved by the committee and the Dissertation Secretary, then a final copy is given to the Dean of the School of Education who arranges for an external examiner to be secured and sent a copy of the dissertation. At this point, a dissertation defense date may be set.

After registering for LEAD880 or EDRM880, the participant must register for at least 1 dissertation credit each semester, including summer, until the dissertation is successfully defended. This may require the participant to register for more than 16 dissertation credits.

Pre-Defense Meeting of the Dissertation Committee

Before finalizing the defense date, the committee meets and signs off the dissertation as a meeting. The meeting must convene no later than three weeks before the proposed defense date. If the committee votes that the participant is ready to defend, the chair confirms the requested defense date with the Secretary of the SED Graduate Programs by email. If the committee votes that the participant is not ready to defend, another meeting will be rescheduled to assess the readiness for defense. The pre-defense meeting may occur more than once until it is determined the participant is ready to defend.

Oral Defense Process

The oral defense of the dissertation is an important part of the dissertation process. It is a chance to give the participant an opportunity to show an understanding of the larger context in which the dissertation lies. Participants should see the schedule of graduation deadlines to avoid missing deadlines and postponing graduation. The School of Education reserves the right to schedule defenses according to time and faculty availability. It is advised that participants defend their dissertation one semester prior to the semester they plan on graduating. If, however, it is necessary to defend the same semester as graduation, it is imperative that the participant be familiar with the Graduation Countdown Chart. Contact the Graduate Programs Secretary for the most current copy.

The dissertation committee and external examiner compose the defense examining committee. The external examiner is chosen by the Dean of the School of Education in accordance with the policy of the Graduate School. The Dean usually consults with the chair in making such a selection. **The Graduate Programs Secretary will communicate the name of the external to the candidate. This name must be added to the**

pages to the defense. Any expenses related to the defense examining committee will be the responsibility of the candidate. Under no circumstance is the participant to dialogue with the external examiner prior to defense. The Graduate Programs Office permits observers at the defense upon request.

Normally two-and-a-half hours are scheduled for the oral defense. Committee members bring written questions based on their review and reading. As the examination progresses other questions usually emerge. The School of Education Dean or the Dean of Graduate Studies, or their appointee, will chair the defense, which usually consists of three rounds of questions. After questioning, the candidate and observers leave and the committee convenes in executive session. At the oral defense of the dissertation, the examining committee will vote on the defense. The vote taken will be either (1) to approve the defense, (2) to approve with changes, (3) to reject the defense with the opportunity for another defense, or (4) to reject the defense with no further opportunity for defense. The vote is recorded on the appropriate form.

Following the defense and prior to publication, the dissertation is to be submitted in the form outlined in the AU Standards for Written Work, 11th ed., to the Dissertation Secretary (see previous section on the role of the Dissertation Secretary in the written completion process). Participants have two options:

The participant submits a master copy of the completed dissertation, along with the signed approval page. The Dissertation Secretary arranges for duplicating the dissertation with Andrews University LithoTech. At this point, the Dissertation Secretary submits the Notification of Thesis/Dissertation Completion

fill out and return to her. The digital file will then be uploaded to a special web site at the James White Library.

The participant also submits a digital file of his/her dissertation to UMI Dissertation Publishing, a company that publishes more than 60,000 dissertations/theses each year. Deliver the digital file to <http://www.etsdadmin.com/andrews>. There is no charge for the digital file. The participant will receive a bill for the digital file process if needed.

The participant can personally arrange for the duplicating of his or her dissertation. Four unbound copies (photocopied on 25% cotton rag paper) must be delivered to the Dissertation Secretary. At this point, the Dissertation Secretary submits the Notification of Thesis/Dissertation Completion form to the Records Office. The student receives one bill, which covers the costs of binding and copy editing (computed on a sliding-scale basis for length of dissertation), plus all associated taxes. This bill also will reflect any personal bound copies the participant has ordered (beyond the four copies that remain with Andrews University). In addition, a PDF file of the dissertation should be submitted to the Dissertation Secretary, either electronically or on a CD. The Dissertation Secretary will send the student a bill to fill out and return to her. The digital file will then be uploaded to a special web site at the James White Library.

The participant also submits a digital file of his/her dissertation to UMI Dissertation Publishing, a company that publishes more than 60,000 dissertations/theses each year. Deliver the digital file to <http://www.etsdadmin.com/andrews>. There is no charge for the digital file. The participant will receive a bill for the digital file process if needed.

Dissertation Documents

There is a collection of documents and forms essential for the dissertation process available on the Leadership web page (www.andrews.edu/leaderpart). These are explained on the web page and in the appendix of this handbook.

